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gested in educational writing. There can be no doubt that the book will serve to make supervision direct and specific where it has too often been without definite aim or order of procedure. The book is to be welcomed as one of the first serious and successful attempts to create a specific literature for supervisors.

Junior high school.—There are two types of writings on the junior high school; one type issues from the author who has strong convictions and a desire to help in the promotion and guidance of the movement; the other is the work of an author who laboriously summarizes what the other people think about the new school and are doing to bring it into being. Professor Briggs has written a book of the summary type.¹ The reader finds tables telling how many schools there are, what kinds of teachers there are in them, how they are housed, and so on. Page after page of quotations repeat the views of Charles Hughes Johnston, W. C. Bagley, the Committee of the North Central Association, the National Education Association Committee, and others. There are chapters which detail once more the arguments for and against, and judiciously decide that on the whole we are for the movement. There are reports of what the author has seen in Iowa and New Jersey, and statements of what principals are doing in New York and Indiana.

After one has gone through the book one feels that he is informed, but hardly more so than before. Anyone who has had in hand the excellent summary prepared by Douglass for the *Fifteenth Yearbook of the National Society* and the full report of the North Central schools prepared by Davis in 1918, has little added to his stock of knowledge by this book. It would not be fair to omit the statement that there are some new facts in the book; these serve to bring matters down to date. In general, however, the facts are all of the same magnitude as those already in the possession of educational readers.

What the junior high school movement needs at the present juncture is not self-consciousness of its past, but outlook into its future. It needs not another omnibus recount of what everybody has done, but stimulating suggestions as to what is required to make this movement a dominant phase of American education.

Professor Briggs seems to be aware of this need from time to time. For example, in his chapter on "Curricula and Courses of Study," he is very critical of the lack of vigor shown in formulating a new program of studies. On page 195 he says:

After studying the data given in this report and those by Douglass and Davis, one cannot but be convinced of a general and widespread dissatisfaction with curricula and courses of study for the intermediate grades; of a lack of definiteness in programs for reform; of approval by the country at large of earlier differentiation after

¹ THOMAS H. BRIGGS, *The Junior High School*. Boston: Houghton Mifflin Co., 1920. Pp. x+350.

exploratory courses; and of an astounding amount of variation in practice. This "grouping, testing, passing on" is probably necessary for progress. In the meantime we may be very sure that many schools will profess to have reorganized when they have made only "paper changes" in both organization and courses. We shall profit most by considering the real changes that have been made and their results.

One would expect, after a chapter which carries this criticism as its chief conclusion, that Professor Briggs would give his readers some constructive program vividly set forth so as to guide the earnest seeker after better things. One certainly has a right to ask for new insights, but they are not given. The drastic criticism quoted above is near the end of the chapter, and the reader is pushed off into space to do what he can about the sad state of affairs which is revealed by the reading of Douglass and Davis, and agreed to by the present author.

The book will serve a moderately useful purpose as a textbook for classes of beginners who need to be taught some definition of the movement, but will probably do little to influence practice in the present or the future.

Junior high school.—Conceived on a plan much more vigorous and constructive than the book described in the foregoing review is the volume by Professor Koos bearing the same title.¹ In six chapters Professor Koos has presented an analysis which goes to the heart of the junior high school movement and shows what the movement really means.

The first chapter on the "Movement for Reorganization" shows the breakdown of the present system of eight years of elementary education and refers to the chief agencies which have inaugurated reform. This chapter is not a summary; it is a strong argument in which the author evidently has a personal interest and is willing to carry a personal responsibility.

The second chapter deals with the "Peculiar Functions of the Junior High School." The author has here made it clear that the new school has a mission to perform and that it must organize its work so as to retain pupils, economize time, heed individual differences, and so on. Again, the book is not a summary of advantages and disadvantages; it is a strong plea for progressive organization.

Chapter iii deals with "The Test of the Organization"; chapter iv with "The Program of Studies"; and chapter v with "Other Features of Reorganization." The last chapter puts together under the title "The Standard Junior High School" the leading characteristics of this new institution. Some paragraphs from this last chapter will give an idea of Professor Koos's views.

From one point of view we are not yet in position to define the standard junior high school: we are still too remote from finalities in conceptions of both functions and features to speak with much assurance of what should be. Before we may attain

¹ LEONARD V. KOOS, *The Junior High School*. New York: Harcourt, Brace & Howe, 1920. Pp. xv+179.